



**GRADE 1**  
**ELA CCGPS UNIT PLAN: 3<sup>rd</sup> 9 Weeks**

**This unit is provided as a sample of available resources and tasks; it is for informational purposes only. It is your responsibility to investigate the resources listed here to determine their value and appropriateness for your district. GaDOE does not endorse or recommend the purchase or use of any particular resource.**

**READING FOCUS: LITERARY / INFORMATIONAL AND OPINION**

**THEME: A HIGH OPINION OF ANIMALS**

**PART 1 EXTENDED TEXT (4.5 WEEKS):**

Lulu and the Brontosaurus - Judith Viorst (910L)

**THEMATICALLY CONNECTED SHORT TEXTS:**

1. Arthur's Pet Business – Marc Brown (510L)
2. I Wanna Iguana – Karen Kaufman Orloff (460L)
3. Hey, Little Ant – Philip M. Hoose

**SUPPLEMENTARY MATERIAL:**

Hey, Little Ant script <http://www.literacylane.org/pdfs/Hey,%20Little%20Ant.pdf>

Hey, Little Ant song <http://heylittleant.wordpress.com/>

Hey, Little Ant webquest <http://www.collier.k12.fl.us/WebLessons/WebQuest/heylittleant/index.htm>

**PART 2 EXTENDED TEXT (4.5 WEEKS):**

Should We Get a Pet? -Sylvia Lollis

**THEMATICALLY CONNECTED SHORT TEXTS:**

1. A Home for Dixie: The True Story of a Rescued Puppy – Emma Jackson
2. What is a Mammal? – R. Snedden
3. What is a Reptile? – B. Kalman
4. What is an Amphibian? – B. Kalman
5. Where in the Wild? Camouflaged Creatures Concealed... and Revealed (poetry) – David M. Schwartz & Yael Schy
6. Is a Camel a Mammal? - T. Rabe
7. Scholastic True or False Series: Reptiles – M. Berger & G. Berger

**SUPPLEMENTARY MATERIAL:**

[www.pebblego.com](http://www.pebblego.com)

<http://kids.nationalgeographic.com/kids/animals/creaturefeature/>

**Scholastic True or False Series: Mammals – M. Berger & G. Berger**

**Scholastic True or False Series: Amphibians – M. Berger & G. Berger**

PebbleGo or Rookie animal book series (make available for students in the classroom)

#### **PART 1 WRITING FOCUS: OPINION**

Students should be formally assessed 4 times over the nine weeks.

These will be your assessment prompts during Part I (first 4.5 weeks):

**Following I Wanna Iguana:**

Write a letter from Alex to his mom, persuading her to allow him to have an iguana for a pet. Be sure to state your opinion and use clear reasons to support it. Your letter should be in correct letter format and include your best spelling, capitalization, and punctuation.

OR

Write a letter from Alex's mom to Alex persuading him to choose another pet. Be sure to state your opinion and use clear reasons to support it. Your letter should be in correct letter format and include your best spelling, capitalization, and punctuation.

**Following Hey, Little Ant:**

After reading Hey, Little Ant and researching the pros and cons of ants, create a persuasive poster to "Save the Ant" or "Squish the Ant". Your poster should present your opinion and three or more supporting reasons. Be sure to use complete sentences and your best spelling, capitalization, and punctuation.

OR

**Following Chapter 10 of Lulu's Brontosaurus:**

"A person HAS a pet. An animal IS a pet. A person can't be an animal's pet, EVER." (Lulu's opinion)

"You're about to be the first person – ever- to be an animal's pet. Congratulations and, once again, happy birthday." (Brontosaurus' opinion)

Which character is correct? Should Lulu have a brontosaurus for a pet or should she BE the pet? You may either choose to be Lulu and write a persuasive essay to convince the Brontosaurus to be your pet OR you may choose to be the Brontosaurus and persuade Lulu to be the pet.

Remember to open with your opinion, give at least three good reasons, and close by restating your opinion.

OR

**Following the conclusion of Lulu's Brontosaurus:**

The author, Judith Viorst, has written three different possible endings for Lulu and the Brontosaurus. Choose the ending that you liked the best.

Write about your choice – state your opinion, give at least three reasons based on the text, and close by restating your opinion.

#### **PART 2 WRITING FOCUS: OPINION**

These will be your assessment prompts during Part II (second 4.5 weeks):

**Following Should We Have Pets?:**

We have read many arguments for and against humans owning pets. After exploring each argument, now it's time for you to support YOUR opinion. Be sure to state your opinion and use clear reasons to support it. Your essay should be in complete sentences and include your best spelling, capitalization, and punctuation. Use the OREO format to help you organize your ideas.

**Following A Home for Dixie:**

**(Assign as an at-home speaking and listening project)**

Create a public service announcement (video) persuading people to adopt / rescue a pet rather than buying one at a pet store. Your PSA should be no more than 3 minutes long. Be sure to state your opinion and give strong reasons to convince listeners. Use the OREO format to help you organize your ideas. We will watch your video in class!

**Following animal classification study:**

We have studied the characteristics of mammals, reptiles, and amphibians. I am going to show you a picture of an animal (post or show on interactive whiteboard). Write to tell me your opinion of what classification this animal belongs in. Use the facts you know about mammals, reptiles, and amphibians to support your choice. Be sure to use complete sentences and your best spelling, capitalization, and punctuation. Use the OREO format to help you organize your ideas.

#### **Research Connections:**

Ants:

<http://www.enchantedlearning.com/subjects/insects/ant/>  
<http://www.pestworldforkids.org/ants.html>  
<http://www.kidskonnnect.com/subject-index/13-animals/402-ants.html>

Brontosaurus (for comparison of fictional character with non-fiction):

<http://www.sciencekids.co.nz/sciencefacts/dinosaurs/apatosaurus.html>  
<http://www.enchantedlearning.com/subjects/dinosaurs/facts/Apatosaurus/>

Iguanas:

<http://www.life123.com/parenting/pets/iguana-facts.shtml>  
<http://www.greenigsociety.org/kc1.htm>

Pets:

<http://pbskids.org/itsmylife/family/pets/article2.html>  
<http://kids.nationalgeographic.com/kids/animals/creaturefeature/>  
<http://voices.yahoo.com/the-benefits-pets-why-pet-127425.html>  
[http://animalrights.about.com/od/companionanimalspets/a/Keeping\\_Pets.htm](http://animalrights.about.com/od/companionanimalspets/a/Keeping_Pets.htm) (for teacher research – offers objections to keeping pets but will need to be paraphrased for students)  
[http://www.humanesociety.org/issues/adopt/tips/top\\_reasons\\_adopt.html](http://www.humanesociety.org/issues/adopt/tips/top_reasons_adopt.html)  
<http://www.pawspeterson.com/adopt/petshelter.shtml>

#### **Routine Writing:**

##### **Arthur's Pet Business**

- Arthur wants a dog. Make a list of responsibilities he would have if his parents gave him a dog.
- Arthur opens his own pet business to show that he is responsible. What are other ways that you can show your parents that you are responsible?
- Create a sign for your own pet business. Be sure to include all of the information that customers would need.

##### **I Wanna Iguana**

- Write a friendly letter to your parents about a pet you would like to own. Be sure to use correct letter format.
- Write a friendly letter to a classmate or pen pal. Be sure to use the correct letter format.
- Write a letter to your kindergarten teacher recommending a good book to read to her class. Be sure to use correct letter format.

##### **Hey, Little Ant**

- Do you kill bugs when you see them in your house? Tell about a time when you had to make that choice. What did you do? Why?
- Is the kid a bully? Why or why not? State your opinion and give reasons from the story to support your opinion.
- Make a list of options for the kid. If he doesn't kill the ant, what *could* he do instead?

#### Lulu and the Brontosaurus

- How are begging and persuading different? Which one does Lulu use to ask her parents for a pet brontosaurus? What should she do differently?
- Is Lulu the Brontosaurus fiction or non-fiction? Give at least 3 examples from the story to prove your answer.

#### A Home For Dixie: The True Story of a Rescued Puppy

- Write a personal narrative about how you got your family pet.
- Write an explanatory story (how-to) about how to care for your pet.

#### Scholastic True or False books

- Write your own True or False question about an animal. On the back, tell the answer and write facts to prove it.

### PLANS FOR ASSESSMENT 1: CONNECTING READING TO WRITING AT GRADE-APPROPRIATE LEVEL : Literary and Opinion

#### PROMPT:

#### **Following I Wanna Iguana:**

Write a letter from Alex to his mom, persuading her to allow him to have an iguana for a pet. Be sure to state your opinion and use clear reasons to support it. Your letter should be in correct letter format and include your best spelling, capitalization, and punctuation.

OR

Write a letter from Alex's mom to Alex persuading him to choose another pet. Be sure to state your opinion and use clear reasons to support it. Your letter should be in correct letter format and include your best spelling, capitalization, and punctuation.

OR

You have read about two characters' attempts to persuade their parents to get them a pet. What pet would you like to get? Write a letter to persuade your own parents to get you that pet. Be sure to state your opinion and use clear reasons to support it. Your letter should be in correct letter format and include your best spelling, capitalization, and punctuation.

#### SKILL BUILDING TASKS

**This unit is intended to meet the shared reading and writing workshop segments of a balanced literacy program. Reading foundation standards (RF), while reinforced in this unit, should be taught directly during daily guided reading and explicit phonics instruction.**

**Arthur's Pet Business, I Wanna Iguana, and Hey, Little Ant are to be used for shared reading and writing workshop lessons. Lulu's Brontosaurus is to be read during the class read-aloud time and is tied back to opinion writing for assessment. Lulu's Brontosaurus journal should be use intermittently throughout first 4.5 weeks.**

**ESSENTIAL QUESTION: How can I demonstrate understanding of major events and details in a story?**

**Task: Stop and Write journal**

#### Standards:

**ELACC1RL2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**ELACC1RL3** Describe characters, settings, and major events in a story, using key details.

**ELACC1L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a) Print all upper- and lowercase letters.

j) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.

k) Prints with appropriate spacing between words and sentences.

**ELACC1L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize dates and names of people.

b. Use end punctuation for sentences.

d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**ELACC1SL5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**ELACC1SL6** Produce complete sentences when appropriate to the task and situation.

**Instruction:**

- Create a Lulu's Brontosaurus journal for quick writes throughout the read-aloud. (a brontosaurus-shaped booklet would be great!)
- Following each chapter (teacher to determine frequency appropriate for class time and ability), have students discuss the main event from this chapter of the book. How can we sum up what happened in this chapter with one or two sentences? Model this and complete journals together for first several chapters. Students can illustrate if desired.
- Students complete process independently or with partners when able.
- Following the conclusion of the book, demonstrate using the teacher's journal (or one of a capable student) to retell the story of Lulu's Brontosaurus. Allow students to retell using their own journals –either in small groups or partners.

**ESSENTIAL QUESTION: What does it mean to *persuade*?**

**Task: vocabulary map**

**Standards:**

**ELACC1L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies

a) Use sentence-level context as a clue to the meaning of a word or phrase.

**ELACC1L5** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

b) Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

c) Identify real-life connections between words and their use (e.g., note places at home that are cozy).

**Instruction:**

- Introduce story Arthur's Pet Business by giving a brief synopsis. Arthur really wants a puppy. His parents tell him that he must prove that he is responsible enough to own a pet. He works very hard to show that he can do it.
- Stop briefly to allow students to discuss times when they have been in this situation (can be whole group or students can turn to a partner).
- Read Arthur's Pet Business.
- Introduce the word "persuade" with the following cloze sentence: Arthur is trying to *persuade* \_\_\_\_\_ to \_\_\_\_\_. (his parents, to get him a puppy).
- Tell students that they are actually kings and queens of persuading – they probably do it at least once every day! Students get knee-to-knee (sitting cross-legged on floor, facing a partner) and discuss times when they have persuaded an adult or friend to do something they really wanted.
- Create a group list of these examples. Instead of having students share their own examples, ask for them to share the example their *buddies* gave when they got knee-to-knee (who was listening to his or her partner??).
- Complete a vocabulary map for the word PERSUADE and post it in the room.

<http://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html>

<http://www.readingquest.org/pdf/wordmap.pdf>

**ESSENTIAL QUESTION: How can I organize an opinion piece of writing?****Task: OREO organizer****Standards:**

**ELACC1W5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

a) May include oral or written prewriting (graphic organizers).

**Instruction:**

- Review vocabulary map of “persuade.”
- Introduce the OREO graphic organizer and tell students that Oreos are going to help us remember a great way to organize our persuasive (opinion) writing.
- Give each student an Oreo. Have them twist off the top cookie and tell them that it’s the “O” and it stands for “opinion”. Model example with “Oreos are the best kind of cookies.” Next, have them lick out the white center of the Oreo and tell them that the middle is the “RE” and it stands for “reasons and examples.” Model example with “Oreos have cream in the middle. I love to take them apart and eat the pieces separately. They are crunchy and sweet.” Last, have students eat the bottom cookie and tell them it is the other “O” and it stands for “opinion” again. Model restating opinion with “I would rather have an Oreo than any other kind of cookie.”

\*\* The graphic organizer separates “reasons” from “examples”. First graders may have difficulty understanding the difference between the two. It is helpful to change the middle part of the organizer to a space for “reasons and examples” and allow both as long as they are clearly thought out.\*\*

<https://docs.google.com/file/d/0B9bekXwH9Df2MDZmMDY4MTQhMDZhMS00YzdiLWE5MzYtNGE2ZjFhNTVjN2Ji/edit?pli=1> (poster)

<https://docs.google.com/file/d/0B9bekXwH9Df2NTlhYjJmM2MjMjc0S00ZGI1LTk1OGYtNTIIMGNjYjMzOGQz/edit?pli=1> (graphic organizer)

**ESSENTIAL QUESTION: How can I support my opinion?****Task: persuading orally****Standards:**

**ELACC1RL10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.

**ELACC1RL2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**ELACC1SL1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions
- Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.

**Instruction:**

- Partner read Arthur’s Pet Business (if multiple copies are not available, “walk through” story as a whole group, having students re-tell based on pictures and prior read aloud OR use text in reading groups)
- Assign students partners, with one as the role of Arthur and the other as the mom / dad
- Model assignment with another adult (if available) or a student partner: Post OREO strategy and have “Arthur” partner use the organizer as a guide while orally persuading “mom/dad” to allow him to get a puppy. “Arthur” should use proof from the text to make his arguments. “Mom/Dad” should ask questions and make arguments that encourage partner to clarify.
- Students work with partners to orally persuade based on the text. Partners should be given the opportunity to switch roles and repeat the assignment.

**ESSENTIAL QUESTION: How can I write to persuade? (How can I write to support an opinion?)**

**Task: model graphic organizer****Standards:**

**ELACC1W5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

a) May include oral or written prewriting (graphic organizers).

**ELACC1SL4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**ELACC1RL3** Describe characters, settings, and major events in a story using key details.

**Instruction:**

- Engage students in a quick re-telling of Arthur's Pet Business.
- Using poster-sized OREO graphic organizer (or interactive whiteboard if available), have students dictate opinion and supporting reasons / examples for teacher to write on graphic organizer. Model use of phrases and words to jot down ideas, as opposed to complete sentences (complete sentences are to be saved for writing piece – g.o. is only for planning purposes!). Model sounding out words as you write (think-aloud).  
\*Use the text when needed to guide students to use text-based reasons to support the opinion.

**ESSENTIAL QUESTION: How can I write to persuade (support an opinion)? How can I write a friendly letter?**

**Task: model friendly letter format****Standards:**

**ELACC1W1** Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**ELACC1L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize dates and names of people.

b. Use end punctuation for sentences.

c. Use commas in dates and to separate single words in a series.

**ELACC1L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

g. Use frequently occurring conjunctions (e.g. *and*, *but*, *or*, *so*, *because*)

j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.

**ELACC1W7** Participate in shared research and writing projects.

**Instruction:**

- Tell students that one format for expressing and supporting your opinion (or persuading) is a letter. Letters are organized in a special way. Share the parts of a letter using [http://www.readwritethink.org/files/resources/interactives/letter\\_generator/](http://www.readwritethink.org/files/resources/interactives/letter_generator/) or use a document camera to display a letter. Point out the parts of the letter (date, greeting, body, closing) and discuss what each is meant for.
- Using the interactive letter generator at [http://www.abcya.com/friendly\\_letter\\_maker.htm](http://www.abcya.com/friendly_letter_maker.htm) or [http://www.readwritethink.org/files/resources/interactives/letter\\_generator/](http://www.readwritethink.org/files/resources/interactives/letter_generator/) model writing a persuasive letter.
- Using the OREO graphic organizer for Arthur's Pet Business, model changing the information on the graphic organizer into complete sentences for the body of the letter. When possible, guide students to combine sentences to create compound sentences. Model use of correct capitalization and punctuation by “thinking out loud.”
- Print and display the persuasive letter in the classroom with the parts of a friendly letter labeled.

**ESSENTIAL QUESTION: How can I create compound sentences?**

**Task: combining simple sentences****Standards:**

**ELACC1L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

g) Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).



j) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts

**Instruction: (can be cut into two lessons)**

- Ask students what they did over the weekend (last night, this morning...). Record the information in simple sentences (one subject and one predicate) on the board or on chart paper. (Exaggerate the repetitive nature of the sentences if possible; ie; I went to soccer. I went to the grocery store. I went to my sister's game.)
- Explain that we call these "simple" sentences because they each have one subject ("who") and one predicate ("did what") Tell them that now that they are becoming such strong readers and writers, they are ready to combine some of these simple sentences into compound sentences. Model this using the simple sentences on the board. (ie. Last night, I went to my sister's game and then I went to soccer practice.) Repeat with several examples. You may also wish to explore using compound subjects or compound predicates as a way to make the sentences more interesting and efficient, for example: I went to the soccer game and to the movies - or - My sister and I went to the soccer game. Using pocket chart or interactive whiteboard, have students (whole group, individually, or with a partner) sort sentences into simple and compound (and/or into compound subjects or predicates if desired). Students should be able to explain their combinations of sentence parts.

**ESSENTIAL QUESTION: How can I write to persuade (support an opinion)? How can I write a friendly letter?**

**Task: Write a persuasive letter.**

**Standards:**

**ELACC1W1** Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**ELACC1RL6** Identify who is telling the story at various points in a text.

**ELACC1L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize dates and names of people.

b. Use end punctuation for sentences.

c. Use commas in dates and to separate single words in a series.

**Instruction:**

- Introduce I Wanna Iguana with a brief synopsis. In this book, a little boy named Alex is trying to persuade his mother to allow him to have a pet iguana.
- Read *the first three letters* aloud to the class (Alex's letter and mom's response, Alex's second letter). Using a document camera if possible, display Alex's first letter and use the OREO strategy to analyze. Did he state his opinion? Did he provide reasons and examples? Did he restate his opinion at the end?
- Ask students to brainstorm (as a group or with a partner) what they think the mother's response will be following Alex's second letter. Did he give enough reasons to convince her of his opinion? How would a letter sound coming from his mother? Writing a letter as his mother will sound different than writing a letter as a child.
- Give students paper (preferably set up with handwriting lines that guide friendly letter format) to write a letter back to Alex from his mom. Students should pretend to be his mother and state her opinion and reasons.
- Allow students to share their letters and read the actual response from the mom in I Wanna Iguana.

**ESSENTIAL QUESTION: How can I write to persuade (support an opinion)? How can I write a friendly letter?**

**Task: Write a persuasive letter.**

**Standards:**

**ELACC1W1** Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**ELACC1RL6** Identify who is telling the story at various points in a text.



**ELACC1L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

**Instruction:**

- Read through the ninth letter in I Wanna Iguana (the one where he says that the iguana will be the brother he never had).
- Using a document camera if possible, review friendly letter format using the letters in the story.
- Give students friendly letter formatted writing paper and have students write mom's response.
- Allow students to share their letters and then read the actual response in I Wanna Iguana.
- Read the rest of the book.

**ESSENTIAL QUESTION: How can I identify a character's feelings?**

**Task: character analysis**

**Standards:**

**ELACC1RL4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**ELACC1RL7** Use illustrations and details in a story to describe its characters, setting, or events.

**Instruction:**

- Display the following emotions chart, covering up the feelings labels under each picture. ( <http://freedownload.is/pdf/emotions-vocabulary-chart-3668029.html>) Ask students to predict which feeling word best fits the picture (can be done with a word bank for support if needed) and then reveal the word / clarify meaning.
- Tell students that understanding a character's feelings helps us to understand the story better and make connections between the story and our real lives. Re-read I Wanna Iguana and have students raise hands when they hear a feeling word in the story (sensitive, lonely, compassionate, love, concerned, grossed-out). Keep a running list on the board or chart paper to be used afterward.
- Ask students if there are any other feeling words that are not stated in the book but can be inferred from the pictures (ie. "excited" at the end of the story). Add to the list.
- Give students a 3 flap flip book. Students are to choose 3 feeling words from the class list. Write one word on each flap. Illustrate the feeling inside.
- Allow students to share their work.
- Alternate activity: Charades with feeling words from the list.

**ESSENTIAL QUESTION: How can I retell a story?**

**Task: retelling**

**Standards:**

**ELACC1RL2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**ELACC1RL3** Describe characters, settings, and major events in a story, using key details.

**ELACC1RL10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.

**Instruction: (2 days)**

- Lift and copy letters from I Wanna Iguana (letters from both Alex and his mother). Have students draw a letter out of a hat and illustrate its persuasive argument.
- Students share: Read the letter you drew from the hat; show and tell about your illustration.
- Day 2: What is a retelling? How could we use our illustrations from yesterday's activity to retell I Wanna Iguana? Students sequence themselves and

their illustrations (teacher can walk through the book as students do this if support is needed). Each student displays his or her illustration and explains the illustrated argument in the order presented in the book.

- Display the illustrations with the accompanying letter.

**ESSENTIAL QUESTION: How can I compare the experiences of characters?**

**Task: venn diagram**

**Standards:**

**ELACC1RL9** Compare and contrast the adventures and experiences of characters in stories.

**ELACC1W1** Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**ELACC1W5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**a.** May include oral or written prewriting (graphic organizers).

**Instruction:**

- Display a large venn diagram on chart paper or on the interactive whiteboard. Tell students that we have read about two characters that wanted pets. Ask students to name them and the titles of the stories. Write the titles at the top of the chart and write “Arthur” over one side of the venn and “Alex” over the other side. Tell students that the middle of the venn diagram is labeled “Both” because it is the place where we record things that are true about both characters.
- Begin with the overlapping section and have students supply text evidence of things that the two characters have in common (ie. They both want pets.).
- Next, record how the characters are different. (ie. Arthur opened a pet business to SHOW responsibility but Alex wrote letters to TELL about how he would be responsible.) Guide students to compare like characteristics – if telling about one character’s family, they should tell about the other character’s family. First graders will sometimes compare one character’s hair color with the other character’s age...help them to compare apples to apples!
- Discuss which character did a better job persuading his parent to give him a pet? Students can vote by placing a small sticky note with his or her name on the side of the venn that they choose.

**ESSENTIAL QUESTION: How can I write to persuade (support an opinion)? How can I write a friendly letter?**

**Task: write a persuasive letter**

**Standards:**

**ELACC1W1** Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**ELACC1L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**a.** Capitalize dates and names of people.

**b.** Use end punctuation for sentences.

**c.** Use commas in dates and to separate single words in a series.

**d.** Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

**ELAC1W6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Instruction:**

- Display and briefly review the venn diagram comparing Arthur and Alex. Count the number of votes for each character. Have students turn knee-to-knee with a partner and discuss their reasons for choosing either Arthur or Alex.
- Give students friendly letter formatted paper. Review the parts, asking students what belongs in each section and pointing out the example hanging in

the classroom from previous lessons.

- Students write a letter to a friend or former teacher recommending one of the books read. Remind students to state the title of the book in the opinion sentence, give reasons for the opinion in complete sentences, and restate the opinion at the end.
- Allow volunteers to share their letters.
- Using classroom computers or computer lab time, have students input their letters into the letter generator used in earlier lessons.

[http://www.abcya.com/friendly\\_letter\\_maker.htm](http://www.abcya.com/friendly_letter_maker.htm)

or [http://www.readwritethink.org/files/resources/interactives/letter\\_generator/](http://www.readwritethink.org/files/resources/interactives/letter_generator/)

### **ESSENTIAL QUESTION: How can I identify the speaker in a text?**

#### **Task: identifying narrator**

##### **Standards:**

**ELACC1RL10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.

**ELACC1RL6** Identify who is telling the story at various points in a text.

##### **Instruction:**

- Lift letters from I Wanna Iguana and remove names from the greetings and closings.
- Students work with partners to read letters and identify who is “speaking” in each letter. Students fill in the blanks in greetings and closings and highlight the words in the letter that were the biggest clue to the identity of the speaker. (What words made you know for sure?)
- For additional challenge, students can then sequence the letters, using context to make sense of the order.
- Review the answers in whole group with letters on chart paper or on interactive whiteboard and have students identify the clues for the class.

OR

- Lift quotes from Alex in I Wanna Iguana and Arthur in Arthur’s Pet Business.
- Read the quotes aloud and have students hold up an index card that is labeled Arthur or Alex to identify the speaker. Students should identify the clues they heard that gave it away.

### **ESSENTIAL QUESTION: How can I write to support an opinion?**

#### **Task: Assessment**

##### **Standards:**

**ELACC1W1** Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**ELACC1L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words

##### **Assessment:**

Write a letter from Alex to his mom, persuading her to allow him to have an iguana for a pet. Be sure to state your opinion and use clear reasons to support it. Your letter should be in correct letter format and include your best spelling, capitalization, and punctuation.

OR

Write a letter from Alex’s mom to Alex persuading him to choose another pet. Be sure to state your opinion and use clear reasons to support it. Your letter should be in correct letter format and include your best spelling, capitalization, and punctuation.

OR

You have read about two characters' attempts to persuade their parents to get them a pet. What pet would you like to get? Write a letter to persuade your own parents to get you that pet. Be sure to state your opinion and use clear reasons to support it. Your letter should be in correct letter format and include your best spelling, capitalization, and punctuation.

#### PLANS FOR ASSESSMENT 2 (end of 4.5 weeks): CONNECTING READING TO WRITING AT GRADE-APPROPRIATE LEVEL

##### PROMPT:

##### **Following Hey, Little Ant:**

After reading Hey, Little Ant and researching the pros and cons of ants, create a persuasive poster to “Save the Ant” or “Squish the Ant”. Your poster should present your opinion and three or more supporting reasons. Be sure to use complete sentences and your best spelling, capitalization, and punctuation.

OR

##### **Following Chapter 10 of Lulu's Brontosaurus:**

“A person HAS a pet. An animal IS a pet. A person can't be an animal's pet, EVER.” (Lulu's opinion)

“You're about to be the first person – ever- to be an animal's pet. Congratulations and, once again, happy birthday.” (Brontosaurus' opinion)

Which character is correct? Should Lulu have a brontosaurus for a pet or should she BE the pet? You may either choose to be Lulu and write a persuasive essay to convince the Brontosaurus to be your pet OR you may choose to be the Brontosaurus and persuade Lulu to be the pet.

Remember to open with your opinion, give at least three good reasons, and close by restating your opinion.

OR

##### **Following the conclusion of Lulu's Brontosaurus:**

The author, Judith Viorst, has written three different possible endings for Lulu and the Brontosaurus. Choose the ending that you liked the best.

Write about your choice – state your opinion, give at least three reasons based on the text, and close by restating your opinion.

#### SKILL BUILDING TASKS

**This unit is intended to meet the shared reading and writing workshop segments of a balanced literacy program. Reading foundation standards (RF), while reinforced in this unit, should be taught directly during daily guided reading and explicit phonics instruction.**

Arthur's Pet Business, I Wanna Iguana, and Hey, Little Ant are to be used for shared reading and writing workshop lessons. Lulu's Brontosaurus is to be read during the class read-aloud time and is tied back to opinion writing for assessment. Lulu's Brontosaurus journal should be used intermittently throughout first 4.5 weeks.

**ESSENTIAL QUESTION:** How can I use the title and cover art to predict what a story is about?

#### Task: book introduction

##### Standards:

**ELACC1RL1** Ask and answer questions about key details in a text.

**ELACC1SL2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

##### Instruction:

- Have students sit knee-to-knee and tell about a time when they have found a bug in a place where it shouldn't be (in the house, classroom, on food, etc.). Tell what they did about it.
- Tell students that in Hey, Little Ant, a boy finds an ant and wants to squish it but the ant tries to persuade him not to do it.
- Begin a t-chart titled “Ants: Pros / Cons” Explain that “pros” is positive things about ants (SAVE!) and “cons” will be negative things about ants (SQUISH!).
- Read the book aloud, stopping after each character's arguments to let students ask and answer questions to clarify. Have students decide whether the argument goes on the Pro or Con side of the chart and add it.

- At the conclusion of the book, review the arguments on the t-chart and have students take a vote by placing a sticky note on the side of the chart they wish to vote for.
- Tally the votes for each side.

#### **ESSENTIAL QUESTION: How can I use research to form an opinion?**

##### **Task: research and pro/con t-chart**

##### **Standards:**

**ELACC1W7** Participate in shared research and writing projects (e.g., exploring a number of “how-to” books on a given topic and use them to write a sequence of instructions).

**ELACC1W8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

##### **Instruction: (2-3 days)**

- Explain the saying, “Information is power.” The more you know about a topic, the better you can form an opinion and the better you can support your opinion with good reasons.
- Continue the t-chart labeled ANTS: pros / cons and tell students they are going to research to add to the lists of good and bad things about ants in order to decide which is the better choice – squish or save??
- Watch a video: “Magic School Bus Gets Ants in the Pants” <http://www.youtube.com/watch?v=ENG44BE8Z60> and record positive and negative things learned about ants on the class t-chart.
- Explore articles about ants (whole group, partners, guided reading groups, independently) and come together to report and record what is learned. Teacher or students can highlight pros and cons with two different colors while reading. Continue to add to t-chart throughout research.

<http://www.enchantedslearning.com/subjects/insects/ant/>

<http://www.pestworldforkids.org/ants.html>

<http://www.kidskonnnect.com/subject-index/13-animals/402-ants.html>

- Review information on chart and reiterate that “information is power.” Allow students to change vote on graph if they have had a change of opinion but have student cite information that changed his or her opinion.

#### **ESSENTIAL QUESTION: How can I use adjectives to describe and illustration?**

##### **Task: analyze illustration**

##### **Standards:**

**ELACC1RL7** Use illustrations and details in a story to describe its characters, setting, or events.

**ELACC1L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

f) Use frequently occurring adjectives.

##### **Instruction:**

- Illustrators contribute to the details and feelings of a text. Read the text of the vertical pages (where kid is shown towering over the ant and ant is shown towering over the kid) without showing the illustration. Re-read while showing the illustration. Discuss what the picture adds to the reader's understanding of the text.
- Choose one of the illustrations to display (with document camera if available). Have students observe the illustration and list adjectives (independently) on a t-chart that describe the ant as seen in the picture and the kid as shown in the picture.
- Share the adjectives as a class and discuss / explain how they fit the illustration. Post a copy of the picture with a list of the adjectives students came up with.

#### **ESSENTIAL QUESTION: How can I read fluently and with expression?**

**Task: skit****Standards:**

**ELACC1RL10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.

**ELACC1RF3** Know and apply grade-level phonics and word analysis skills in decoding words

a. Know the spelling-sound correspondences for common consonant digraphs.

b. Decode regularly spelled one-syllable words.

**ELACC1RF4** Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Instruction:**

- Share a SchoolTube video of Hey, Little Ant skit from T.C. Cherry Elementary School ([http://www.schooltube.com/search/?term=hey, little ant](http://www.schooltube.com/search/?term=hey,littleant))
- Have students choose a slip of paper from a bag (KID or ANT) and seat students in 2 groups (ants and kids) and hand out scripts.
- Examine text features such as bold print, italics, etc. and discuss their meanings when reading aloud (stronger emphasis or a change of intonation)
- Choral read the skit in ant and kid groups repeatedly, emphasizing fluency and expression.

**ESSENTIAL QUESTION: How can I read fluently and with expression?****Task: identifying rhyming words****Standards:**

**ELACC1RL10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.

**ELACC1RF4** Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

**Instruction:**

- Display enlarged copy of script on chart paper or interactive whiteboard. Model reading several stanzas with emphasis on the rhyme. Tell students that if a rhyming text is not read fluently, it is difficult to hear the rhyme – model this incorrect fluency.
- Model highlighting the rhyming words at the end of each rhyming pair (crack, back, that, flat) in the first stanza. Repeat in further stanzas if needed for understanding. Re-read with emphasis on rhymes.
- Students work in pairs to highlight the rhyming pairs in remaining stanzas.
- Whole group repeated readings (students sitting in ants / kids groups) with emphasis on highlighted rhyming words (could say rhymes in louder voices, clap / snap on rhymes, etc.)

\*\* Additional copies of script can be used to search for sight words, inflectional endings, nouns, verbs, etc. as needed by specific class.

**ESSENTIAL QUESTION: How can I identify the feelings of a character? How can I read fluently and with expression?****Task: create emoticon code****Standards:**

**ELACC1RL10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.

**ELACC1RL4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**Instruction:**

- Model emoticons used in emails and texts to show feelings. Explain that they are used to ensure that the person reading your message knows the

feeling behind what you are saying – because they cannot see your facial expressions or body language.

- Read the first stanza aloud. What emotion or feeling do you associate with this part of the text? Record answer and ask students what an emoticon for that feeling might look like. Draw as an example on the board.
- Partners (one “ant” and one “kid”) work with script, reading each stanza, identifying the feeling and creating an emoticon in the margin of the script.
- “Ant” and “Kid” rehearse script with fluency and expression (reflecting the feelings noted).

**ESSENTIAL QUESTION: How can I read fluently and with expression?**

**Task: videotape skits**

**Standards:**

**ELACC1RL10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.

**ELACC1RF3** Know and apply grade-level phonics and word analysis skills in decoding words

a. Know the spelling-sound correspondences for common consonant digraphs.

b. Decode regularly spelled one-syllable words.

**ELACC1RF4** Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Instruction:**

- Share (again) a SchoolTube video of Hey, Little Ant skit from T.C. Cherry Elementary School ([http://www.schooltube.com/search/?term=hey, little ant](http://www.schooltube.com/search/?term=hey,littleant))
- Videotape or audiotape pairs performing the Hey, Little Ant skit
- Allow students to watch their performances and evaluate with 2 stars and 1 Wish (2 things we did really well and 1 thing I would work on for next time). Evaluation can be modeled by completing 2 Stars and a Wish about the SchoolTube skit.

**ESSENTIAL QUESTION: How can I write to support my opinion?**

**Task: Assessment**

**Standards:**

**ELACC1W1** Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**ELACC1W6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Assessment:**

After reading Hey, Little Ant and researching the pros and cons of ants, create a persuasive poster to “Save the Ant” or “Squish the Ant”. Your poster should present your opinion and at least 3 reasons that support your opinion. You should use the information we have collected as a class to support your opinion. Your project should be in complete sentences and use your best capitalization, punctuation, and spelling.

**ESSENTIAL QUESTION: How can I write to support an opinion?**

**Task: Assessment**

**Standards:**

**ELACC1W1** Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**ELACC1L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.

**Assessment:**

**Following Chapter 10 of Lulu's Brontosaurus:**

"A person HAS a pet. An animal IS a pet. A person can't be an animal's pet, EVER." (Lulu's opinion)

"You're about to be the first person – ever- to be an animal's pet. Congratulations and, once again, happy birthday." (Brontosaurus' opinion)

Which character is correct? Should Lulu have a brontosaurus for a pet or should she BE the pet? You may either choose to be Lulu and write a persuasive essay to convince the Brontosaurus to be your pet OR you may choose to be the Brontosaurus and persuade Lulu to be the pet.

Remember to open with your opinion, give at least three good reasons, and close by restating your opinion.

OR

**Following the conclusion of Lulu's Brontosaurus:**

The author, Judith Viorst, has written three different possible endings for Lulu and the Brontosaurus. Choose the ending that you liked the best. Write about your choice – state your opinion, give at least three reasons based on the text, and close by restating your opinion.

**PLANS FOR ASSESSMENT 3: CONNECTING READING TO WRITING AT GRADE-APPROPRIATE LEVEL: Informational and Opinion**

**PROMPT:**

**Following Should We Have Pets?:**

We have read many arguments for and against humans owning pets. After exploring each argument, now it's time for you to support YOUR opinion. Be sure to state your opinion and use clear reasons to support it. Your essay should be in complete sentences and include your best spelling, capitalization, and punctuation. Use the OREO format to help you organize your ideas.

**Following A Home for Dixie:**

**( Assign as an at-home speaking and listening project)**

Create a public service announcement (video) persuading people to adopt / rescue a pet rather than buying one at a pet store. Your PSA should be no more than 3 minutes long. Be sure to state your opinion and give strong reasons to convince listeners. Use the OREO format to help you organize your ideas. We will watch your video in class! \*\*When assigning the project, it will be helpful to show 2-3 PSA examples.\*\*

[http://www.schooltube.com/search/?term=pets adoption psa](http://www.schooltube.com/search/?term=pets+adoption+psa)

**SKILL BUILDING TASKS**

**This unit is intended to meet the shared reading and writing workshop segments of a balanced literacy program. Reading foundation standards (RF), while reinforced in this unit, should be taught directly during daily guided reading and explicit phonics instruction.**

**ESSENTIAL QUESTION: How are fiction and non-fiction similar and different?**

**Task: venn diagram**

**Standards:**

**ELACC1RL5:** Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.

**ELACC1W7:** Participate in shared research and writing projects.

**ELACC1L5 b:** Define words by category and by one or more key attributes.

**ELACC1L6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring

conjunctions to signal simple relationships.

**Instruction:**

- Tell students: “We have been studying fictional stories for the last several weeks. We are now going to be working on non-fiction texts. What is the difference? Let’s look at one of each to remind ourselves how they are alike and different. We’ll record what we find on a venn diagram.”
- Display venn diagram with “fiction” on one side, “non-fiction” on the other side, and “both” in the middle. To direct conversation, the different sides can be labeled with items you want students to focus on (ie. type of information, pictures, etc.).
- Using big books, explore (“walk through”) both fiction and non-fiction texts, discussing the features that the kids notice.
- Record what students notice that is the same first. They should mention that they both have covers, title pages, possibly a table of contents, chapters, etc.
- Next discuss how they are different. Fiction is not true, it is a made up story while non-fiction is true – factual information; fiction should be read in order but non-fiction does not need to be read in order; pictures are illustrations in fiction but photographs and diagrams in non-fiction; glossary; index; table of contents; bolded or highlighted words; captions, etc.
- Post the venn diagram in the room for reference. Post copies made from non-fiction book to label and display next to the venn – a cover, title page, table of contents, glossary, index, diagram, caption, chart / graph.

**ESSENTIAL QUESTION: How can I use the title and cover art to make predictions about a text?**

**Task: preview text**

**Standards:**

**ELACC1RI1** Ask and answer questions about key details in a text.

**ELACC1RI4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**ELACC1RI5** Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.

**Instruction:**

- Introduce Should We Have Pets? by explaining that this is a non-fiction book written by second graders. Point out the title, the sub-heading “A Persuasive Text”, and the photographs on the cover.
- Students should sit knee-to-knee with a partner and discuss predictions for what we will read about in this book. Come back together as a whole group and discuss the predictions.
- “What we have seen so far makes me wonder...” Model questions you may be thinking about the book, writing them on the board (ie. “I wonder how second graders wrote this book.”). Add students’ “I wonder” statements to the list.
- Review the title page and table of contents with the class. Point out that the first thing in the table of contents is the “Introduction” on page 4. What do the students think would be in the “Introduction?”
- Read the Introduction to the class and discuss how it helps you to understand what the authors want us to do (*how* they want us to read this book) and to understand. Point out the three different headings in the introduction and discuss the purpose of headings.
- Partners should get knee-to-knee again and review how the authors want us to read their book (the procedure they want us to use).

**ESSENTIAL QUESTION: How can we use a non-fiction text to gather information?**

**Task: t-chart**

**Standards:**

**ELACC1W7** Participate in shared research and writing projects (e.g., exploring a number of “how-to” books on a given topic and use them to write a sequence of instructions).

**ELACC1RI5** Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.

**Instruction:**

- Tell students that a great thing about non-fiction texts is that they don’t necessarily need to be read in order. Often, the chapters or sections (based on

headings) can be read as needed rather than one after the other. Discuss why this would not work in a fiction text.

- Review the table of contents and tell students that you would like to read the “Our Authors at Work” chapter on p. 26 because you are so curious about how second graders wrote this book (reference back to “I wonder” chart from previous lesson).
- After reading, tell students that you think we should find out if we are “FOR” or “AGAINST” having animals as pets and then see if our opinion changes after reading the arguments presented in the book. (much like we did for the fictional book, Hey, Little Ant)
- Create a FOR / AGAINST t-chart. Students write their names on sticky notes and post their names on the side of their opinions. Discuss results – how many students voted? How many FOR? How many AGAINST? How many more \_\_\_\_\_ than \_\_\_\_\_?
- Discuss reasons students have for their opinions. Remind students that a good opinion is backed up by reasons. List reasons given under the appropriate side of the t-chart.

**ESSENTIAL QUESTION: How can I identify the main idea and details in a text? How can I research to gather information?**

**Task: needs and wants of pets (animals)**

**Standards:**

**ELACC1RI2** Identify the main topic and retell key details of a text.

**ELACC1RI3** Describe the connection between two individuals, events, ideas , or pieces of information in a text.

**ELACC1RI8** Identify the reasons an author gives to support points in a text.

**ELACC1W7** Participate in shared research and writing projects (e.g., exploring a number of “how-to” books on a given topic and use them to write a sequence of instructions).

**ELACC1W8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**ELACC1L5** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

**Instruction:**

- Read the first argument FOR having pets. Examine the argument using the OREO framework – did the girls state their opinion, give reasons and examples, and restate their opinion? What is their main point? What details do they use to support it?
- Let’s explore their reasons... what are the basic needs of animals? Do they need humans in order to meet those needs? Share the animal needs song: [http://www.schooltube.com/video/5a770a9acb2d2a651196/Needs%20of%20an%20Animal%20\(kids%20song\)](http://www.schooltube.com/video/5a770a9acb2d2a651196/Needs%20of%20an%20Animal%20(kids%20song))
- Students draw an “Animal Needs” web with a pet in the center and pictures of its basic needs all around it. Students should write the title at the top and label the needs.
- Re-read the argument and vote as a class whether it should receive 3, 2, or 1 point (as instructed in the introduction). Record the points next to the FOR side of the t-chart (since that the argument is FOR having pets). Add the argument to the chart if it is not already listed.
- Read the first argument AGAINST having pets (p.8). Examine the argument using the OREO framework- did the students state their opinion, give reasons and examples, and restate their opinion? What is their main point? What details do they use to support it?
- Focus on the word “abuse”. What exactly does it mean? Where can we find out? Instruct students that the glossary is a part of a non-fiction book where we can find out meanings for important words in that book. Look up “abuse” in the glossary. Complete a vocabulary map together to ensure that students totally grasp the word. <http://www.readingquest.org/pdf/wordmap.pdf>
- Re-read the argument and vote as a class whether it should receive 3,2,1 or point. Record the points next to the AGAINST side of the t-chart. Add the argument to the chart if it is not already listed.

**ESSENTIAL QUESTION: How can I identify the main idea and details in a text? How can I research to gather information?**

**Task: guided research**

**Standards:**

**ELACC1RI2** Identify the main topic and retell key details of a text.

**ELACC1RI3** Describe the connection between two individuals, events, ideas , or pieces of information in a text.

**ELACC1RI8** Identify the reasons an author gives to support points in a text.

**ELACC1W7** Participate in shared research and writing projects (e.g., exploring a number of “how-to” books on a given topic and use them to write a sequence of instructions).

**ELACC1W8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Instruction:**

- Read “Pets are Fun” argument. Examine the argument using the OREO framework- did the students state their opinion, give reasons and examples, and restate their opinion? What is their main point? What details do they use to support it?
- Partners create lists of ways to have fun with pets. Come back together to share answers.
- Re-read the argument and vote as a class whether it should receive 3,2,1 or point. Record the points next to the FOR side of the t-chart. Add the argument to the chart if it is not already listed.
- Read the “Pets Cost Too Much” argument. Examine the argument using the OREO framework- did the students state their opinion, give reasons and examples, and restate their opinion? What is their main point? What details do they use to support it?
- Create a list of products, supplies that people buy for their pets. Sort them into needs and wants (can be done on pocket chart or interactive whiteboard whole group, with a partner, or individually).
- Use the Pet Supermarket website to explore the cost of the needs. <http://www.petsupermarket.com/>
- Optional additional activity: Share flyers / catalogs from pet stores and have students create a catalog of pet products. (\*possible literacy center)
- Re-read the argument and vote as a class whether it should receive 3,2,1 or point. Record the points next to the AGAINST side of the t-chart. Add the argument to the chart if it is not already listed.

**ESSENTIAL QUESTION: How can I identify the main idea and details in a text? How can I research to gather information?**

**Task: guided research****Standards:**

**ELACC1RI2** Identify the main topic and retell key details of a text.

**ELACC1RI8** Identify the reasons an author gives to support points in a text.

**ELACC1W7** Participate in shared research and writing projects (e.g., exploring a number of “how-to” books on a given topic and use them to write a sequence of instructions).

**ELACC1W8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Instruction:**

- Read the “Pets as Medicine” argument. Examine the argument using the OREO framework- did the students state their opinion, give reasons and examples, and restate their opinion? What is their main point? What details do they use to support it?
- Medicine can make a person feel better. How can pets make someone feel better? Students get knee-to-knee with a buddy and think of situations where a pet could make someone feel better. Come back together and create a list together.
- Re-read the argument and vote as a class whether it should receive 3,2,1 or point. Record the points next to the FOR side of the t-chart. Add the argument to the chart if it is not already listed.
- Read “Overbreeding” argument. Examine the argument using the OREO framework- did the students state their opinion, give reasons and examples, and restate their opinion? What is their main point? What details do they use to support it?
- Where can we find out the meaning of “overbreeding”? Guide students to use the glossary to find the meaning of the word. Discuss the difference between buying a pet from a breeder and adopting a pet from a shelter.

- If needed, complete a vocabulary graphic organizer for the word “adopt.” <http://www.readingquest.org/pdf/wordmap.pdf>
- Re-read the argument and vote as a class whether it should receive 3,2,1 or point. Record the points next to the AGAINST side of the t-chart. Add argument to the chart if it is not already listed.

**ESSENTIAL QUESTION: How can I compare the similarities and differences between two texts on the same topic? How can I write to support an opinion?**

**Task: persuasive poster**

**Standards:**

**ELACC1RI3** Describe the connection between two individuals, events, ideas , or pieces of information in a text.

**ELACC1RI8** Identify the reasons an author gives to support points in a text.

**ELACC1RI9** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**ELACC1W1** Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**ELACC1W5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**Instruction:**

- Students sit knee-to-knee and discuss what it means to adopt a pet. (activating vocabulary from previous lesson) Tell students that the book you are going to read is the true story of a girl that adopted a puppy.
- Read A Home for Dixie: The True Story of a Rescued Puppy and re-read the overbreeding argument in Should We Have Pets? Discuss how these two texts are similar and different. (one text tells the story of adopting a puppy and the other argues against buying a puppy) Students should sit knee-to-knee with a partner and discuss what is similar about the two texts (both want to you adopt, not buy) and how they are different (format – persuasive letter vs. personal narrative). Which format do you think is more effective? Class can vote informally.
- In partners or small groups, have students create posters that encourage people to adopt a pet. (a third format for the argument to adopt a pet) Posters should clearly display the opinion (adopt a pet) and contain reasons and illustrations. Model an example poster with input from students but tell the class that their posters should not directly copy yours .
- Post around the school.

**ESSENTIAL QUESTION: How can I research to gather information?**

**Task: field trip or guest speaker**

**Standards:**

**ELACC1RI5** Know and use various text features (e.g. headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text)

**ELACC1W7** Participate in shared research and writing projects (e.g., exploring a number of “how-to” books on a given topic and use them to write a sequence of instructions).

**ELACC1SL2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**ELACC1SL3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**Instruction:**

- Review *resources* (a source of information – books, magazines, internet, PEOPLE!) Tell students that we will be talking to an expert on animal adoption and we will be able to get answers to questions that we have about animal shelters and adopting a pet.
- Guide students to brainstorm questions they have to be asked at a visit to a local animal shelter OR to ask a visiting speaker from the animal shelter. Post the questions on chart paper. Students can each keep one question on an index card and be in charge of “collecting” that piece of information for the class.

- Visit a local animal shelter or invite a guest speaker from the animal shelter to come to your school.
- Following the field trip or guest speaker, revisit the chart of questions and allow students to write and illustrate the answer to the question. The question should be at the top of the page as a **heading**, and the question should be answered in complete sentences on the page. Create a class book out of the student-created pages.
- Review the parts of a non-fiction text by creating the cover, title page, and table of contents whole group. \* can model use of technology for this purpose, with students dictating while teacher types.

#### **ESSENTIAL QUESTION: How can I present an opinion?**

##### **Task: speaking and listening assessment**

##### **Standards:**

**ELACC1SL4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly

**ELACC1SL5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**ELACC1SL6** Produce complete sentences when appropriate to task and situation.

##### **Student presentations following A Home for Dixie:**

Create a public service announcement (video) persuading people to adopt / rescue a pet rather than buying one at a pet store. Your PSA should be no more than 3 minutes long. Be sure to state your opinion and give strong reasons to convince listeners. Use the OREO format to help you organize your ideas. We will watch your video in class! \*\*When assigning the project, it will be helpful to show 2-3 PSA examples.\*\*

<http://www.schooltube.com/search/?term=pets+adoption>

#### **ESSENTIAL QUESTION: How can I write to support an opinion?**

##### **Task: assessment**

##### **Standards:**

**ELACC1W1** Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure

**ELACC1W5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

a. May include oral or written prewriting (graphic organizers).

##### **Instruction:**

- Review FOR / AGAINST t-chart about Should We Have Pets? Read the arguments for and against people owning pets. Add up the points that have been assigned to each side and declare the opinion of the *class as a whole*. Explain that in a group, the groups' opinion is the majority, and your own opinion may or may not match.

##### **Following Should We Have Pets?:**

We have read many arguments for and against humans owning pets. After exploring each argument, now it's time for you to support YOUR opinion. Be sure to state your opinion and use clear reasons to support it. Your essay should be in complete sentences and include your best spelling, capitalization, and punctuation. Use the OREO format to help you organize your ideas.

#### **PLANS FOR ASSESSMENT 4: CONNECTING READING TO WRITING AT GRADE-APPROPRIATE LEVEL**

##### **PROMPT:**

##### **Following animal classification study:**

**We have studied the characteristics of mammals, reptiles, and amphibians. I am going to show you a picture of an animal (post or show on**



interactive whiteboard). Write to tell me your opinion of what classification this animal belongs in. Use the facts you know about mammals, reptiles, and amphibians to support your choice. Be sure to use complete sentences and your best spelling, capitalization, and punctuation. Use the OREO format to help you organize your ideas.

#### SKILL BUILDING TASKS

**This unit is intended to meet the shared reading and writing workshop segments of a balanced literacy program. Reading foundation standards (RF), while reinforced in this unit, should be taught directly during daily guided reading and explicit phonics instruction.**

**ESSENTIAL QUESTION: How can I sort animals by characteristics?**

**Task: sort**

**Standards:**

**ELACC1RI3** Describe the connection between two individuals, events, ideas, or pieces of information in a text

**ELACC1L5** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- Identify real-life connections between words and their use (e.g., note places at home that are cozy).

**Instruction:**

- Tell students that after studying so much about fiction and non-fiction pets, now we are going to sort pictures of animals into those that would and would not make good pets in real life. Present pictures of a wide variety of domestic and wild animals (pocket chart or interactive whiteboard) and ask students to help you sort them into YES, A GOOD PET and NO, NOT A GOOD PET columns. Have students give a reason for their choices as they place that picture in a column.
- Ask students for other ways that we could sort the animals and make a list on the board (by size, what they eat, habitat, other physical characteristics). If not mentioned by students, tell students that scientists separate these animals into three major groups, called “Mammals”, “Reptiles”, and “Amphibians”. Place those labels at the top of the pocket chart and tell students that we will be investigating these three major categories of animals.
- Prediction: Ask students to use what they already know to make predictions about where the animal pictures would go for this sort. Place the animals in the pocket chart according to their predictions and tell them that as we read and find out more, we can change the placement if we need to.

**ESSENTIAL QUESTION: How can I identify syllables in a spoken word?**

**Task: syllable sort**

**Standards:**

**ELACC1RF2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**ELACC1RF3** Know and apply grade-level phonics and word analysis skills in decoding words.

e. Decode two-syllable words following basic patterns by breaking the words into syllables.

**Instruction:**

- Tell students that you thought of another way that we can sort animals – by syllable in their names. Syllables are word parts and being able to hear the separate chunks of a word can help us to read and spell longer words more easily. Demonstrate each with a multi-syllable word (ie. sound out “different” one syllable at a time and then write “valentine” on the board, showing how you can read it one syllable at a time and then blend three chunks together instead of nine separate sounds)
- Display a syllables chart on the whiteboard or on chart paper. Model sorting by syllable, tapping out the number of syllables in students’ names and letting them come up and add their names to the correct column.

1	2	3	4
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<ul style="list-style-type: none"> <li>Give students a copy of the syllables chart and display the animal pictures / names from previous day's lesson. Independently or in pairs, students sort animal names by the number of syllables and write them in the correct columns.</li> <li>Come back together and create a group chart using their answers. Display in the classroom as a reminder if possible.</li> </ul>					
<b>ESSENTIAL QUESTION: How can I identify and retell the main idea and details of a text?</b>					
<b>Task: Directed Listening Thinking Activity (DLTA); flip book</b>					
<p><b>Standards:</b>  <b>ELACC1RI1</b> Ask and answer questions about key details in a text.  <b>ELACC1RI4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  <b>ELACC1RI7</b> Use illustrations and details in a text to describe its key ideas.</p> <p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>Briefly review the scientific classification predictions made – mammals, reptiles, amphibians pocket chart.</li> <li>Read <u>What is a Mammal?</u>, stopping after each new characteristic is introduced. At each stopping point, have students explain that characteristic to a partner and come up with an example (ie. tell a partner what the book means by “fur or hair” and think of an example of each). Continue with all characteristics.</li> <li>During reading, ask students to determine additional information that can be gained from the photographs in the book. How do the photographs help you to understand what the text is telling you?</li> <li>Give students a three page flip book and have them label each page with the classifications you will be studying – Mammals, Reptiles, and Amphibians. Tell them that on each page they are going to tell the characteristics of that type of animal and draw / label an example of the type.</li> <li>Ask students what characteristics should be listed for “Mammals” and record their answers on the board, guiding them to give all major points (can “walk” through book again to assist if needed).</li> <li>Independently, students complete the “Mammals” page of their flip books.</li> </ul>					
<b>ESSENTIAL QUESTION: How can I compare the similarities and differences of two texts on the same topic? How can I support my opinion?</b>					
<b>Task: comparing texts</b>					
<p><b>Standards:</b>  <b>ELACC1RI9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  <b>ELACC1W1</b> Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  <b>ELACC1SL1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  c. Ask questions to clear up any confusion about the topics and texts under discussion.  <b>ELACC1SL6</b> Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)</p> <p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>Introduce the text, <u>Is a Camel a Mammal?</u> by telling students that this book is also about mammals and provides non-fiction information in a very different way. Ask them why we would read more than one book on the same topic. Guide them to understand that one book may not have all of the information on a topic and the different styles of the authors may be appealing to different readers.</li> <li>Read <u>Is a Camel a Mammal?</u>, stopping to encourage students to draw comparisons between the two texts - what facts do they both offer, did either book</li> </ul>					

give information that the other did not, which has more helpful illustrations?

- Ask students which book is more helpful if you want to learn about mammals. Have them sit on two different sides of the rug and assign a “writer” and a “speaker”. Explain that the writer is to listen to everyone’s ideas and when three are chosen, he or she writes them down. The speaker will read the ideas they decided on to the class. In these groups, have students come up with three reasons why the book they chose is more helpful to learn about mammals. Remind them of the OREO strategy for presenting an opinion.
- Have each group’s speaker present the ideas that they came up with to the class. Allow the opposing group to ask questions to clarify – model these types of questions if necessary. Compliment and make suggestions based on the OREO strategy – did students state their opinion, back it up with reasons, and state it again?

**ESSENTIAL QUESTION: How can I identify and retell the main idea and key details in a text?**

**Task: DLTA; flip book**

**Standards:**

**ELACC1RI1** Ask and answer questions about key details in a text.

**ELACC1RI4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**ELACC1RI7** Use illustrations and details in a text to describe its key ideas.

**Instruction:**

- Briefly review the scientific classification predictions made – mammals, reptiles, amphibians pocket chart.
- Read What is a Reptile?, stopping after each new characteristic is introduced. At each stopping point, have students explain that characteristic to a partner and come up with an example (ie. tell a partner what the book means by “cold-blooded” and think of an example of each). Continue with all characteristics.
- During reading, ask students to determine additional information that can be gained from the photographs in the book. How do the photographs help you to understand what the text is telling you?
- Take out flip books. Ask students what characteristics should be listed for “Reptiles” and record their answers on the board, guiding them to give all major points (can “walk” through book again to assist if needed).
- Independently, students complete the “Reptiles” page of their flip books.

**ESSENTIAL QUESTION: How can I research to collect information?**

**Task: exploring online resources**

**Standards:**

**ELACC1RI5** Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.

**ELACC1W7** Participate in shared research and writing projects (e.g., exploring a number of “how-to” books on a given topic and use them to write a sequence of instructions).

**ELACC1RI10** With prompting and support, read informational texts appropriately complex for grade 1.

**Instruction:**

- We have read many books about pets and animals in order to collect information and understand animals better. We have even spoken with an animal expert (shelter visit or speaker). What other *resources* could we use to find information? Allow students to discuss and then tell them that today we are going to explore a resource online.
- Introduce [www.pebblego.com](http://www.pebblego.com) or <http://kids.nationalgeographic.com/kids/animals/creaturefeature/> on the interactive whiteboard. Model the use of menus and other features by choosing and exploring information about a reptile.
- Continue to explore the online resource, allowing volunteers to come up and lead / read the information.
- If possible, set up one of the sites as a literacy center or allow all students independent practice in a computer lab.

**ESSENTIAL QUESTION: How can I write to inform?****Task: partner reading; informational writing****Standards:**

**ELACC1RI10** With prompting and support, read informational texts appropriately complex for grade 1.

**ELACC1W2** Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**Instruction:**

- Introduce True or False: Reptiles and tell students that in this book, the author poses a true or false question for you to think about and then explains the answer on the next page.
- Read several true or false questions, allowing students to briefly discuss opinion with a partner and vote before sharing the answers.
- Tell students that they are going to have a chance to try and stump the class with their own true or false writing. Assign partners to work on the task together. Give students a copy of one question / answer set to serve as a model – telling them that they are not to copy the text that you are giving them, only to read it and remember how the author sets it up. Walk through the model, explaining how the question is on one side of the paper, and the answer is explained on the back. The answer always starts with a complete sentence that states “True, \_\_\_\_\_.” Or “False, \_\_\_\_\_.” That is followed by sentences that give more details about why it is true or false.
- Students should first decide on a true/false question that they feel confident they can explain. Once they have checked it with the teacher, they should write the answer paragraph. The teacher should guide students as needed by asking questions and making suggestions that help them strengthen their writing.
- Partners should “present” their work to one other set of partners to provide feedback for one another before presenting to the class. Allow time after meeting with the other group for students to make changes if necessary.
- Students present the question to the class, allow class to vote whether they believe it to be true or false, and then read the informational paragraph to the class.

**ESSENTIAL QUESTION: How can I identify and retell the main idea and key details in a text?****Task: DLTA; flip book****Standards:**

**ELACC1RI1** Ask and answer questions about key details in a text.

**ELACC1RI4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**ELACC1RI7** Use illustrations and details in a text to describe its key ideas.

**Instruction:**

- Briefly review the scientific classification predictions made – mammals, reptiles, amphibians pocket chart.
- Read What is an Amphibian?, stopping after each new characteristic is introduced. At each stopping point, have students explain that characteristic to a partner and come up with an example (ie. tell a partner what the book means by “living on land and water” and think of an example of each). Continue with all characteristics.
- During reading, ask students to determine additional information that can be gained from the photographs in the book. How do the photographs help you to understand what the text is telling you?
- Take out flip books. Ask students what characteristics should be listed for “Amphibians” and record their answers on the board, guiding them to give all major points (can “walk” through book again to assist if needed).
- Independently, students complete the “Amphibians” page of their flip books.

**ESSENTIAL QUESTION: How can I write to support an opinion?**

**Task: create your own animal****Standards:**

**ELACC1W1** Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**ELACC1W5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

a. May include oral or written prewriting (graphic organizers).

**ELACC1SL5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**ELACC1SL6** Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

**Instruction:**

- Using student flip books, review the characteristics of mammals, reptiles, and amphibians. Re-visit the animal classification sort and confirm or correct predictions by moving any incorrect animals to the correct column. Be sure to have students give reasons for the placement.
- Tell students that they are going to use what they know about animal classification to invent their own animals. After they've invented their animals, they will use the OREO graphic organizer to write to persuade us which group the animal should belong to – mammals, reptiles, or amphibians.
- Provide craft materials (or drawing materials) and allow students to create fictional animals.
- Using an example, model using the OREO organizer to write about your own creation. (ie. "I think that my creature would be classified as a reptile. 3 reasons, conclusion)
- Students use organizer to write an opinion piece about their own animals. Provide support for students as needed. Ask questions and make suggestions to help them hone their ideas. Allow students to read partially finished work to a classmate to exchange ideas and questions.
- Students introduce their animals to the class (or in small groups to save some time) and read their opinion writing.

**ESSENTIAL QUESTION: How do authors use details in illustrations as well as text to describe key ideas?****Task: poetry****Standards:**

**ELACC1RI7** Use illustrations and details in a text to describe its key ideas.

**ELACC1RL4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**ELACC1RI10** With prompting and support, read informational texts appropriately complex for grade 1.

**Instruction:**

- Discuss with students how animals protect themselves. Create a list and either circle "camouflage" or add it to the list and tell the students that this book of poems is all about how animals protect themselves in the wild by using camouflage.
- Using a document camera, display only the poem for students (can cover the photograph with paper if a document camera is unavailable). Read it aloud and allow students to discuss what animal is being described in the text. What words, specifically, gave them the clues? Discuss the appearance of the text – in some cases the poem is written in a special shape in order to give the reader a hint.
- Choral read the poem. Model fluency and expression and allow students to participate as able.
- Reveal the photograph that goes with the poem. Ask for volunteers to find and identify the camouflaged animal.
- Repeat procedure with other poems in the book.
- Summarizing discussion: What strategies did the author use to help you understand the different ways that animals use camouflage? (photographs, text shape, descriptive details in text)

**ESSENTIAL QUESTION: How can I write to support an opinion?****Task: assessment**

**Standards:**

**ELACC1W1** Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**ELACC1W5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

a. May include oral or written prewriting (graphic organizers).

**Instruction:****Following animal classification study:**

We have studied the characteristics of mammals, reptiles, and amphibians. I am going to show you a picture of an animal (post or show on interactive whiteboard). Write to tell me your opinion of what classification this animal belongs in. Use the facts you know about mammals, reptiles, and amphibians to support your choice. Be sure to use complete sentences and your best spelling, capitalization, and punctuation. Use the OREO format to help you organize your ideas.